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ABSTRACT

The document identifies and describes 90 sources of information on conflict resolution and peace education. All the sources are ERIC documents which were published during the period 1966-1976. For each entry, the following information is provided: author, title, source, date, pages, ERIC ED number, microfiche and/or hard copy availability, abstract, and "keywords" (descriptors). The entries span all educational levels, ranging from human awareness activities for kindergarteners to conference presentations about research on public attitudes and mass media. For elementary and secondary levels, the citations include descriptions of social studies programs in peace and global awareness, conflict resolution activities, multimedia resource guides, guidance suggestions for career development in peace studies, and a discussion of individuals' military responsibilities to their country. In the area of higher education, the citations include descriptions of college courses and formal programs in peace studies, guides to the structure and activities of international peace organizations, and reviews of research on attitudes and behavior related to peace and war, cooperation and aggression. (AV)

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TOWARDS PEACE EDUCATION:
ABSTRACTS ON SOME REPORTS RELATED TO CONFLICT RESOLUTION AND PEACE EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Bjerstedt, Å. & Gustafsson, E. (Eds.) Towards peace education: Abstracts on some reports related to conflict resolution and peace education. Pedagogisk dokumentation (Malmö, Sweden: School of Education), No. 55, 1977.

A number of reports related to conflict resolution and peace education are listed. For each report a brief abstract is given together with notes on availability. All reports are from the period 1966 - 1976, and most can be ordered as ERIC documents. The information presented has been collected from ERIC Resources in Education and slightly edited for this issue.

Keywords: Abstracts, bibliography, conflict resolution, global approach, human relations, instructional aids, peace education.

SP 010 682

Introductory notes

For each reference, information is presented in four paragraphs:

In the first paragraph standard bibliographical information is given: author's surname and initial(s), title of report, institutional connection (publisher, university department etc.), year of publication, number of pages (Pp.).

In the second paragraph notes on the availability of the report are presented. MF and HC after the ED number indicate that microfiche (MF) and hard copy (HC) can be ordered through ERIC. Sometimes only MF is available. When neither MF nor HC are available through ERIC, some other source (with address) is always given.

In the third section a brief content description is given, followed by some keywords (descriptors) in the fourth and final paragraph. These and other pieces of information have been collected from the ERIC issues, but are usually slightly edited and abbreviated.

Prices of documents have not been quoted, since these are subject to change over time. However, prices of microfiche and paper copy from ERIC Document Reproduction Service (P.O. Box 190, Arlington, Virginia 22210, USA) can be estimated via the information on pages given here and the prices quoted in a recent issue of "Resources in education". Swedish users may obtain microfiches from Statens psykologisk-pedagogiska bibliotek (P.O. Box 23099, 104 35 Stockholm).

For readers who may like to use the present bibliography for own cumulative purposes, tearing it apart and inserting new references, we have chosen a format of one reference per page (and no print on the back side).

Abrams, G.C. & Schmidt, F. Social studies: Peace in the twentieth century. Miami, Fla.: Dade County Public Schools, 1971. Pp. 62.

ED 063 194, MF & HC

This study of the effort and failures to maintain world peace in this century is intended as an elective course for grades 7 through 9. It encompasses the concept of nationalism and the role it plays in the decisions that lead to war, and organizations that have tried and are trying to preserve or bring about peace. Among other goals for the course are for the student to: 1) assess his own attitudes and beliefs concerning peace and generalize about the nature of war; 2) examine the social, political, and economic reasons for war; 3) analyze breakdowns in world peace in this century and the resultant human problems; 4) investigate and suggest alternatives to war as a means of settling conflict; and, 5) describe ways and means an individual can work for peace. The guide itself is divided into a broad goals section, a content outline, objectives and learning activities, and teacher/student materials. Materials include basic texts, pamphlets, records, and filmstrips.

Keywords: Activity units, behavioral objectives, conflict resolution, curriculum guides, foreign relations, grades 7-9, human relations, international education, modern history, nationalism, organizations, peace, resource guides, social studies units, violence, war, world affairs, world problems.

Abrams, G.C. & Schmidt, F.C. Conflict resolution, social studies: 0427. Miami, Fla.: Dade County Public Schools, 1974. Pp. 114.

ED 113 239, MF & HC

This curriculum guide provides students with the opportunity to study human behavior, ways in which conflict originates, processes by which it escalates, and alternative methods of dealing with it. Each section may be used independently so that priority concepts can be stressed according to allocated time. In eight chapters, the guide presents activities for defining behavior; identifies basic human psychological needs; provides values clarification activities; defines the causes and effects of functional and dysfunctional behavior; analyzes the philosophy, proponents, and application of nonviolence; examines the attitudes and processes for making changes nonviolently; and provides an appendix of suggested audiovisual and printed materials for teacher and student.

Keywords: Behavior problems, conflict, course content, curriculum guides, elementary secondary education, human relations, instructional materials, learning activities, resource materials, social studies units, values, violence.

Arnold, D.L. Work studies and careers for world peace. Washington, D.C.: American Personnel and Guidance Association, 1969. Paper presented at American Personnel and Guidance Association Convention, Las Vegas, Nevada, 1969. Pp. 9.

ED 032 567, MF & HC

At present, guidance workers pay little attention to the problems of war and world peace. While there is little information available on careers and work for world peace, a great deal is available on the national military system. There is a severe lack of funds in world peace work areas. Vigorous action is needed to meet this crisis for the youth and for the world. A list of projects needed is presented, including: (1) studies of careers with various international agencies; (2) studies of part-time life interests related to world peace; and (3) information materials for counselors and youth on what can be done for world peace. The vast energies and capacities of our youth can be used to destroy the world or to build a better world. Are the youth really given a choice?

Keywords: Career opportunities, career planning, counseling programs, counselor attitudes, guidance services, world problems, youth opportunities, youth problems.

Arnold, D.L. New world teaching and guidance project. Final report. Washington, D.C.: National Center for Educational Research and Development, 1972. Pp. 39.

ED 065 443, MF & HC

This is a directory to activities, careers, organizations, and studies for individuals and groups interested in promoting world peace. It contains ten sections: 1) presents ideas to stimulate thinking and research on war and peace, 2) describes some existing world peace careers, 3) suggests new developing careers for peace, 4) lists sixty-five organizations working for peace, 5) presents related research studies, 6) lists a number of colleges offering peace studies programs, 7) provides ideas on how to introduce conflict resolution into school programs, 8) discusses values and life purposes, 9) gives information on suitable school books on peace workers, 10) presents a bibliography.

Keywords: Conflict resolution, foreign policy, human relations, international education, international organizations, peace, resource guides, war, world order.

Becker, J.M. Education for a global society. (Fastback Series, No. 28.) Bloomington, Ind.: Phi Delta Kappa, 1973. Pp. 42.

ED 085 900; available from Phi Delta Kappa (not from EDRS)

A growing body of research literature suggests that significant relationships exist between the attitudes individuals develop towards their own and other societies and their images of international conflict and collaboration. Efforts to inform about foreign countries do not by themselves counteract ethnocentric attitudes. Understanding of human behavior, skill in analysis and attention to values are needed. Against this background various promising approaches to global education are discussed, using materials from peace studies and future studies.

Keywords: Curriculum, ethnocentrism, foreign culture, foreign relations, futures of society, global education, international education, peace, world problems.

Beitz, C.R. (Ed.) Peace studies: College courses on peace and world order. New York: Institute for World Order, 1973. Pp. 151.

ED 096 223; available from Institute for World Order (MF only from EDRS)

Thirty college courses on peace and world order are described. The purpose is to provide an idea of the concerns of peace studies, of the methodological tools available for peace research, and of the role of peace education in the formation of a more normative social science world view. Bibliographies of resource materials are included with each course description.

Keywords: Bibliographies, conflict, course descriptions, foreign relations, futures of society, global approach, higher education, peace, resource materials, social sciences, world affairs.

Belden, G.B. A strategy to develop a concept of peace as conflict resolution. Paper presented at the Annual Meeting of the National Council for the Social Studies, Atlanta, Georgia, 1975. Pp. 12.

ED 117 001, MF & HC

A teaching strategy designed to help elementary students conceptualize about peace as a process of conflict resolution is described. Materials from "Man: A Course of Study" provide the course content in which the students learn that cooperation is the most important ingredient in group survival. Classroom procedures focus on viewing films, reading booklets about conflict, conflict resolution, and other factors involved in social interaction. Students discuss the materials with peers and with the teacher who acts as a "consultant". Some experiences from use with 200 ten-year-olds are reported. The author means that the major importance of using this strategy is that the use of high interest materials about foreign peoples beginning at age ten helps students conceptualize about peace at more abstract levels.

Keywords: Concept teaching, conflict resolution, course descriptions, elementary education, human relations, instructional innovation, peace, social behavior, social studies, teaching techniques, values.

Bischoff, S. et al. Military obligation and the individual. New York: Center for War/Peace Studies, 1972. Pp. 182.

ED 073 031, MF & HC

Designed for high school seniors, this unit, consisting of a teaching guide and instructional materials for students, focuses on the nature and meaning of the obligation of an individual to his country and himself in regard to military service. Cognitive objectives are to provide students with an understanding of conscription, of the Selective Service System of the U.S., of alternative responses to military services and alternative means of providing for the national defense. Affective objectives are to help students explore the nature of their obligation to themselves and their country and of alternative positions. Activity units include role playing, film strips, readings, class discussions etc. The teacher's guide outlines intended content and activities for each of the twenty day class periods.

Keywords: Activity units, citizenship, grade 12, instructional materials, military service, resource guides, social studies units, teaching guides, values.

Bornstein, R. Social studies, language arts: Man between war and peace. Miami, Fla.: Dade County Public Schools, 1971. Pp. 35.

ED 059 955, MF & HC

This course of instruction attempts to prepare tenth through twelfth grade students to deal with complex war-peace issues. The model framework allows the teacher to use the total guide or to select certain ideas. The guide is divided into four sections: 1) provision of descriptive and goal oriented information, in which thought processes are accented; 2) an outline of course content illustrating the major sub-divisions of war, war literature, aggression and conflict, nationalism, peace, and communication; 3) a listing of objectives and learning activities picturing the concept and behavioral objectives for a set of learning activities; and 4) recommended textual and alternate materials, including supplementary students and teacher resources.

Keywords: Activity units, aggression, behavioral objectives, conflict resolution, curriculum guides, foreign policy, foreign relations, grades 10-12, human relations, nationalism, peace, resource guides, secondary grades, social studies, thought processes, war, world problems.

Boulding, K.E. The learning of peace. Address delivered at the Annual Meeting of the International Studies Association, St. Louis, Missouri, 1974. Pp. 23.

ED 102 032, MF & HC

The international system exhibits sharp phase boundaries, the most striking of which is the boundary between war and peace. A phase boundary for water would be the difference between water and ice, influenced by pressure and temperature. Similarly the phase boundary between war and peace is influenced by national strength and stress. Although the measurement of strength and stress is difficult, stress and strength-related variables can be identified and studied. Also, examined over a long period of time, the system shows four "phase conditions", distinguished by the probability of peace or war: stable war, unstable war, unstable peace, and stable peace. A categorization of variables not completely analogous to stress and strength, but of use conceptually, are (1) the components of a threat system; for instance, the use of threats in international communication; (2) integrative patterns of trade, communication, tourism, or diplomatic relations. Yet the dynamic processes which carry the system from one point to another must be considered. All these processes involve a change in perception of the world. A widened area of stable peace has been the result of a long cumulative learning process about the nature of community and the strength of integrative bonds. This process is facilitated by all attempts to understand it.

Keywords: Conflict, conflict resolution, global approach, international organizations, peace, political science, predictor variables, systems approach, war.

Boulding, E. & Passmore, J.R. Bibliography on world conflict and peace. Boulder, Colorado: Institute of Behavioral Science (D. Carson), University of Colorado, 1974. Pp. 82.

ED 097 246; available from Institute of Behavioral Science, University of Colorado (MF only from EDRS)

This bibliography is compiled in response to the needs of teachers and students in the field of conflict and peace studies, defined as the analysis of the characteristics of the total world social system which make peace more probable. The introduction includes some suggestions on how to use the bibliography, sources of literature on war/peace studies, and a request to users for criticism and suggestions. Books, monographs, research reports, journal articles, or educational materials were included when they were: (1) related to conflict management at every social level, (2) relevant to non-violence, and (3) classic statements in an academic specialization, such as foreign policy studies when of particular significance for conflict studies. A subject guide to the main categories of the bibliography lists 18 major topics with various numbered subdivisions. The main body of the bibliography lists citations by author and keys them to the topic subdivisions.

Keywords: Bibliographies, conflict resolution, disarmament, environment, futures of society, global approach, instructional materials, international education, international law, international organizations, nonviolence, peace, political science, social action, systems approach, world affairs.

Bussele, T. Conflict resolution unit. Denver, Colorado: Graduate School of International Studies, University of Colorado, 1971. Pp. 20.

ED 053 051, MF & HC

This 7-day unit, intended for use with secondary students, contains a statement of objectives, lesson plans, class assignments, teacher and student bibliographies, and suggestions for instructional materials on conflict resolution between individuals, groups, and nations. Among the objectives listed for the unit are: 1) explain why the actions of both individuals and nations differ owing to differences in their cultural experiences, values, perceptions, goals, and expectations; 2) identify the reasons why conflicts occur in the present international system; and 3) list and compare the kinds of alternative techniques available in the present international system for dealing with conflict. A variety of classroom experiences are utilized to help the students achieve these objectives, including presentation and discussion of the film, Little Island; use of the Cuban Missile Crisis as a case study; role playing; and classroom games to illustrate bargaining techniques.

Keywords: Classroom games, conflict, conflict resolution, foreign relations, human relations units, international education, role playing, secondary grades, social studies units, teaching guides, world affairs.

Cohen, S.P. International conflict resolution workshops. Paper presented at the 82nd Annual Convention of the American Psychological Association, New Orleans, Louisiana, 1974. Pp. 37.

ED 105 342, MF A HC

This paper describes attempts to utilize a conflict resolution approach in academic settings. The approach includes: 1) the significance of the structure of communication between parties in conflict; 2) the understanding of face-to-face interaction processes; 3) problems of perceptual distortion. The participants in the workshop were citizens from nations in conflict. The first workshop was designed to study the Egyptian-Israeli-Palestinian conflict, while the second focused on the Bangladesh-Pakistan-India conflict. The paper includes discussions of: (1) leadership style, (2) conflict fractionation exercises, (3) role reversal, and (4) communication exercises. An analysis of workshop content is presented, centering around the prioritizing of identity issues. Conflict may be a resultant, among other things, of the attempt to satisfy all elements of identity rather than assigning them priorities and dealing only with those high on the list.

Keywords: Communication problems, conflict resolution, foreign relations, group dynamics, interaction, international law, problem solving, workshops.

Comstock, M.E. Building blocks for peace: "Love is a thing to be learned". Philadelphia, Pa.: Jane Addams Peace Association, 1974. Pp. 18.

ED 090 092; available from the Jane Addams Peace Association, 1213 Race St., Philadelphia, Pa. (not from EDRS)

A series of activities on the theme of peace were developed by a kindergarten teacher with the belief that the study of peace should begin at the kindergarten level with learning to love. Ten activities follow a format of objective, theme, suggested books, film strips, songs, list of things to make and do, and evaluation suggestions. Objectives to be achieved are the following: to develop a child's ability to relate to other children; to encourage children to feel for one another; to allay feelings of anxiety; to develop a feeling of self worth and appreciation of family; to help children become aware of angry feelings; to explore and enlarge the concept of family; to encourage an innate sense of fair play and justice; and to celebrate the fun of working and playing together. An appendix contains a bibliography and lists of music books, filmstrips, films, and records.

Keywords: Audiovisual aids, emotional development, family role, human relations, interpersonal competence, kindergarten, learning activities, moral values, peace, resource materials, self concept, social development, social relations, teacher developed materials, values.

Conflict resolution in contemporary society. Greensburg, Pennsylvania: Greensburg Salem School District, 1973. Pp. 192.

ED 098 088, MF & HC; also available from P.D. Breon, Greensburg Salem School District, 301 North Main Street, Greensburg, Pennsylvania.

These materials for secondary grades help students understand the nature of human conflict and alternative methods of resolving such conflict in order to further human cooperation on global problems. Objectives of the materials include (1) identifying global problems, their multiple relationships, and basic elements within the categories of war and peace, environment, economic welfare, and social justice; (2) becoming aware of strategies for conflict management, such as concession and arbitration; (3) applying these strategies to specific situations; (4) developing evaluative criteria for assessing their effectiveness; (5) following commitment with action; and (6) clarifying one's own values while learning to respect value differences. The written and audiovisual program may be broken into supplementary units or stacked into a full year course. This flexibility allows the written materials included in this document to be used alone. Arranged sequentially, introductory packets provide concepts to consider in NOTSOB, a simulation which in turn acts as a catalyst for the packets concerned with the four problem categories. Each packet addresses a particular issue within the category: for instance, War Crimes: Individual Justice vs. Obedience to State is one of the packets from the category War and Peace. Background information, learning objectives, activities, readings, and references are included in each packet.

Keywords: Conflict resolution, economic development, global approach, inquiry training, instructional materials, peace, productive thinking, secondary grades, simulation, social studies, social values, social welfare, world problems.

Curriculum materials on war, peace, conflict, and change: An annotated bibliography with a listing of organizational resources. New York: Center for War/Peace Studies, 1972.

Pp. 37.

ED 081 712, MF & HC

In February 1971, the Center for War/Peace Studies hosted a consultation of educators concerned with improving the teaching of the international dimension of education at all levels with particular emphasis on matters that affect war, peace, conflict, and change. The participants felt that a survey of what actually existed in the field was necessary. The Center undertook this task. Letters were mailed to 1500 selected teachers, publishers, colleges and universities, curriculum projects and voluntary organizations. Five hundred replies were received, most requesting to be kept informed of progress made in the undertaking. This annotated bibliography represents a first step in the curriculum collection. Content, objectives, strategies, method and usability at level were considerations for surveying teaching materials. Two of the thirteen projects annotated in this guide are the Amherst Project and the Harvard Social Studies Project. A list of organizations concerned with these subjects is included.

Keywords: Annotated bibliographies, conflict, curriculum development, directories, instructional materials, international education, organizations (groups), peace, projects, social change, social studies, war, world problems.

Daniels, D.N. Curriculum on conflict: Some suggestions. Berkeley, Calif.: Diablo Valley Education Project, 1971. Pp. 8.

ED 056 921, MF & HC

This paper describes a task oriented model for teaching about conflict and conflict resolution, using student groups for problem solving. The model involves: 1) identification of the issue or problem by the entire class; 2) identification of ideas, concepts, or facets of conflict by sub-groups; and 3) generalization. The merits of this method include: 1) students learning to work together; 2) active participation in concept and idea development; 3) demonstration of conflict and resolution within the group process itself; and 4) student motivation. Almost any type of conflict situation can be used that are simulations or real in the individual, the classroom, the school, the community, and larger groups. Current issues with practical implications which directly impinge on the student are especially useful. Specific techniques are briefly described: case study method; classroom negotiation; individual exercises in the perception of conflict; observation of nursery school age children; historical literature and clinical cases; video-tape for feedback purposes; and role playing simulations such as the Prisoner's Dilemma or Black and White.

Keywords: Class activities, concept teaching, conflict resolution, group dynamics, problem solving, role playing, secondary grades, simulation, small group instruction, social studies, teaching techniques.

Demeter, J. & Marion, K. Peace studies courses. Oakville, Ontario: Canadian Peace Research Institute, 1974. Pp.96.

ED 110 366; available from Canadian Peace Research Institute, 25 Dundana Avenue, Dundas, Ontario, Canada (not from EDRS)

This publication provides a descriptive list of university peace studies programs and organizations that maintain resources in peace education. Chapter 2 describes 34 undergraduate peace studies programs in universities in Canada, Sweden, the United Kingdom, and the United States. Chapter 3 describes six graduate programs in peace studies at various seminaries and universities in Canada, the United Kingdom, and the United States. Chapter 4 lists colleges and universities in the United States at which peace studies courses are being established or are already being taught but on which no information was available. Chapter 5 lists 33 peace research institutes that do some teaching. Chapter 6 describes summer school programs in Belgium, Canada, Denmark, and Norway. Chapter 7 lists nine centers which have materials which would be useful to teachers of peace studies at college, high school, and elementary levels.

Keywords: Comparative education, conflict resolution, directories, elementary secondary education, global approach, higher education, information sources, instructional programs, international education, international organizations, international programs, peace, program descriptions, resource centers.

Directory of peace and conflict programs. New York: Academy for Educational Development, 1974. Pp. 37.

ED 100 724; available from Communications Institute, Academy for Educational Development, 680 Fifth Avenue, New York (not from EDRS)

This is an annotated listing of organizations concerned with the study of conflict between nations and the peaceful resolution of such conflicts. The main goal of the directory is to foster communication among both practical and scholarly workers in the field of international education. The organizations are cited in alphabetical order. The address and a description of services and programs are provided for each citation. An index of university-affiliated programs and cross references to these programs in the body of the text are also included.

Keywords: Conflict, conflict resolution, directories, international organizations, peace, programs.

Doran, S.M.C. Stability and change: Through ideas, and nonviolent action. Grade eleven, Unit two, 11.2. Youngstown, Ohio: Board of Education, 1971. Pp. 101.

ED 104 799, MF only (marginal legibility)

The second unit of the 11th grade section of the FICSS series (Focus on Inner City Social Studies) examines social change in the United States through ideas and nonviolent protest. The unit looks at the peaceful protests portrayed in politics, art, music, and writing. Respecting the rights of others with differing opinions is considered an important aspect of society and change. Examples are given of men and groups who affected change through peaceful activism. The lessons begin with early historical protests and end with current contemporary concerns of immediate interest to the student. The content of the unit includes an introduction; required materials for the successful completion of the unit; knowledge, skill, and behavioral objectives; learning activities; and supplementary materials for both students and teachers.

Keywords: Citizen role, conflict resolution, demonstrations (civil), dissent, grade 11, group relations, learning activities, peace, secondary education, social change, social problems, social studies units, teaching techniques.

Dougall, L. War. Peace. Film guide. Chicago, Ill.: World Without War Publications, 1973. Pp. 127.

ED 075 310; available from World Without War Publications, 7245 South Merrill, Chicago (MF only from EDRS)

The film guide designed for educators includes annotations of over 200 films, plus a large number of program resources for intelligent film use. Selected from over five hundred films previewed from 1969, up-to-date films were chosen that would help interpret the causes of war, increase awareness of the dehumanizing effects of war, or suggest alternatives to war as the means of resolving international conflict. The films are arranged by subject categories that cover such areas as international law, nonviolent social change, world development and world community, armaments and disarmament and international organizations, the social and psychological roots of war, conscience and war, etc. A variety of program aids, useful to high school and college teachers, include suggestions for planning film programs, model discussion guide and study units, a list of resources, and selected background readings. In addition, a film and book bibliography on peace is provided for elementary children. Annotations give detailed information on date of film, length of time to run, director, producer, and a brief summary of film.

Keywords: Annotated bibliographies, audiovisual aids, bibliographies ,disarmament, films, international education, international law, peace, resource guides, social change, social studies, war.

Dynneson, T.L. Preparing today's students for tomorrow's social conflicts: A systems approach. Paper presented at the Annual Meeting of the National Council for the Social Studies, Chicago, Illinois, 1974. Pp. 12.

ED 099 278, MF & HC

The case study analysis system was designed to increase student analytical skills while focusing on social conflict situations. The analysis system is a systematic means of identifying, classifying, and clarifying factors found in social conflict situations. The aim is that students who complete case study conflict analyses should be more sensitive to alternative conflict solutions and more skillful at handling social conflict dilemmas. Suggestions are given to teachers for applying the system in the classroom as illustrated in an example. Suggestions are also provided for developing case study materials.

Keywords: Case studies, conceptual schemes, conflict resolution, elementary education, models, problem solving, secondary education, social change, social problems, social studies, teaching techniques, world problems.

Edney, C.W. & Barker, R.T. Conflict and conflict resolution: A bibliography. 1975. Pp. 45

ED 111 033, MF & HC

The role of communication in conflict and conflict resolution is the focus of the items listed in this extensive bibliography. Entries are arranged alphabetically and are listed under the following five categories: intrapersonal and interpersonal conflict, group and societal conflict, organizational conflict, political and international conflict, and theoretical bases of conflict.

Keywords: Bibliographies, communication, conflict resolution, human relations, international law, interpersonal problems, organizational climate, politics, problem solving, social problems.

Education for international understanding and peace, with special reference to moral and civic education. (Report No ED-MD-17.) Paris: Unesco, 1970. Pp. 33.

ED 053 054, MF & HC

This is a report of a meeting held at Unesco House, Paris, 1970, focusing on recommendations for strengthening the contribution of education to international understanding and peace. Suggestions are aimed at every level, from Unesco officials, to heads of government, to the individual classroom teacher. The report is divided into several major sections: General Observations, Primary Education, Secondary Education, Preparation of Teachers, Higher Education, and Main Suggestions. The sections covering primary through higher education discuss such topics as general educational objectives, curriculum and teaching methods, materials, research and evaluation, and how "worldmindedness" can be incorporated into existing subject areas. An appendix lists the participants, attending in a private capacity from 28 member states, and observers.

Keywords: Citizenship, cross cultural training, curriculum development, elementary grades, ethical instruction, higher education, humanism, international education, international organizations, international programs, political socialization, secondary grades, socialization, social studies, teacher education, world affairs, world problems.

Fogg, R.W. Some effects of teaching adolescents some creative, peaceful conflict resolution approaches. Paper presented at the National Council for the Social Studies Annual Meeting, Boston, 1972. Pp. 22.

ED 081 691, MF & HC

The field of conflict resolution in the social studies curricula is considered. The author presents a repertoire of creative and peaceful conflict resolution approaches. Techniques are described and contrasts are drawn with current social studies curricula. Some of the effects of teaching part of the repertoire to some high school students is reported. The proposed creative, peaceful approaches to international conflict are organized into six categories based on what dimension of a conflict is mainly involved: the parties involved, the bases of conflict, the location, the timing, the nature of the involvement, and the causes.

Keywords: Adolescents, affective behavior, changing attitudes, conflict resolution, curriculum planning, foreign relations, human relations, intergroup relations, international education, models, peace, problem solving, secondary grades, social behavior, social studies, teaching methods.

Fraenkel, J.R. et al. Peacekeeping: Problems and possibilities. New York: World Law Fund, 1971. Pp. 88.

ED 056 923; available from World Law Fund, 11 West 42nd Street, New York (not from EDRS)

This material is suitable for students at secondary and college levels, and for adults. Chapter 1, War, Peace, and Survival, provides an historical view of war and makes a convincing case for the necessity of peace. Chapters 2 through 5 examine more closely two of the world's major efforts at peacekeeping during the 20th century - the League of Nations and the United Nations. The reader has an opportunity to see how each of these man-made instruments was intended to keep the peace, and then to see how they actually operated in real situations--Ethiopia in 1934, and the Congo in 1960. In Chapters 6 through 9, two additional suggestions for peacekeeping are suggested, mutual deterrence and world law. Examples are provided of how deterrence worked in Cuba during 1962, and how world law might work in a hypothetical situation. Discussion questions are raised at the end of each chapter. It is hoped that by critically evaluating these plans and how they have operated and might operate, the reader will be able to come to some individual conclusions as to the possibilities for and importance of peace in today's world.

Keywords: Case studies, critical thinking, foreign relations, international education, international organizations, modern history, nuclear warfare, peace, political science, reading materials, social studies, war, world affairs, world problems.

Freeman, R.E. Defining concepts in the war/peace field: A task for academics and curriculum developers alike. New York: Center for War/Peace Studies, 1971. Pp. 20.

ED 058 105, MF & HC

Advocates of the new social studies have long urged the use of concepts as the basic building blocks in social studies. In the Diablo Valley Education Project, an attempt has been made to take up the task of defining and choosing concepts, generalizations, and a rationale for them. A major question has been: What are the crucial concepts which must be taught if students are to be better prepared to participate in the democratic process, to the end of helping build the institutions of peace? The project's initial answer to this is that they should include conflict, change, obligation and authority, power, interdependence, institutions, identity and role,with a discussion of values related approximately to each. Attempts have been made to define and formulate attitude and knowledge objectives for the concept of conflict. Attached are excerpts from the project's work on the concept of conflict.

Keywords: Affective objectives, cognitive objectives, conflict, conflict resolution, curriculum development, foreign relations, fundamental concepts, international education, social studies.

Freeman, R.E. International organizations and peacekeeping. Teacher's guide. Orinda, Calif.: Diablo Valley Education Project, 1972. Pp. 10.

ED 073 028, MF & HC

This is a guide for teaching secondary students about the structure, authority, and decision making procedures of international organizations and their ability to keep peace. Students participate in an exercise for predicting how present organizations can handle peace-threatening situations and how they can be designed to improve their peacekeeping ability. In addition, the exercise encourages students to recognize that international organizations are evolving and changing, and motivates students to investigate global issues. The guide comprises student objectives, procedures for implementing the exercise, three world organization models, a list of questions to help students clarify their understanding of the world organization model, and a list of questions in regard to how nations and a world organization react to problems.

Keywords: Critical thinking, futures, international education, international organizations, peace, political science, prediction, secondary education, social studies, teaching guides, world affairs, world problems.

Freeman, R.E. Curriculum materials evaluation as a process for changing education. Orinda, Calif.: Diablo Valley Education Project, 1974. 7p. 29.

ED 099 283, MF & HC

During 1972-73 the Diablo Valley Education Project, a joint program of the Center for War/Peace Studies and the Mt. Diablo Unified School District, designed and ran a materials evaluation program of 49 curriculum project materials, 8 simulation games, and 5 multimedia kits dealing with global perspective. The objective of the program was to use materials evaluation as a means of making local schools effective instruments for teaching about human dignity and global problems. Materials for evaluation were chosen according to global perspective, organization of content, quality of supplementary materials, flexibility, format, reading level, and cost. District social studies teachers were responsible for testing the materials in the classroom and for completing a lesson log sheet, evaluation questionnaire, and oral evaluation. The results were a 35 percent increase in the use of global perspective materials, an increase in intraschool and interschool communication, and a handbook of materials evaluation. Appendixes include a sample teacher evaluation, log sheet, and list of materials tested. An edited handbook of the materials evaluation is available through the Center for War/Peace Studies.

Keywords: Change strategies, content analysis, curriculum development, curriculum evaluation, educational change, evaluation criteria, evaluation methods, global approach, material development, secondary education, social studies, textbook evaluation.

Gallagher, M.B. et al. Educating for peace and justice: A manual for teachers. (5th ed.) St. Louis, Mo.: Institute for Education in Peace and Justice, 1976. Pp. 276.

ED 127 228; available from Institute for Education in Peace and Justice, 3700 West Pine, St. Louis, Missouri (MF only from EDRS)

Background reading materials and teaching units for elementary and secondary teachers interested in teaching about peace and justice are presented in this resource manual. The units are designed to help students learn that nonviolent conflict resolution is possible and that war is not inevitable; realize that sharing our resources, helping the poor, and living more sparingly and responsibly is a matter of justice and not charity; and appreciate the differences in cultures around the world. Students view films, read books and journal articles, and are involved in role playing situations, library research, brainstorming, and classroom discussions. The manual contains an introductory essay which discusses goals of educating for peace and justice. The major portion of the publication consists of resource units on major issue areas including conflict, violence, and nonviolent conflict resolution; peace, justice, and law; racism; global poverty and development; the military and the individual; the realities of war etc. Suggestions for class activities and projects, and bibliographies of print and nonprint resources are provided for each issue. A list of helpful organizations is provided.

Keywords: Conflict resolution, course content, cultural awareness, elementary secondary education, global approach, instructional materials, peace, racism, resource materials, social studies, teaching methods, violence, war.

Garai, J.E. The message of youth in an age of revolutionary change. Brooklyn, N.Y.: Pratt Institute, 1970. Pp. 27.

ED 036 837, MF & HC

Youth's demand for radical changes in our society are discussed. The goals of the young generation have been summarized by Kenneth Keniston and include such objectives as a new orientation toward the future, new values for living, new styles of human interaction, new concepts of man in society, new types of social organization, new patterns of international relations, new controls on violence etc. Proposals for the realization of these goals are presented.

Keywords: Activism, change agents, foreign relations, human relations, international programs, political attitudes, social change, social responsibility, student attitudes, student participation, values, violence, youth.

Goldman, R. Israeli pre-school children during war time stress: Their knowledge and interpretation of the 1973 war. 1973. Pp. 13.

ED 092 238, MF & HC

Twenty-eight 4 and 5-year-old children were interviewed in the ninth and tenth days of the 1973 Israeli war to determine their factual knowledge about the war and their interpretation of the war. The factual questions focused on the children's knowledge of people, places, and objects most frequently reported in the news. The children's responses mirrored those of their families and the media. In general, the responses of the nursery school children were less accurate. Children were not able to philosophize about war, but responded in very personal terms. All children gave negative responses concerning the Arabs. It is suggested that adults should encourage children to ask questions and to express their fears. Earlier contact between young Israeli and Arab children may help allay fears and hostility between the two groups.

Keywords: Childhood attitudes, communication, conflict, environmental influences, fear, Israel, kindergarten children, parent-child relationship, political attitudes, preschool children, war, world problems.

Goldman, R.M. "Roles people play" kit. Morage, Calif.: Saint Mary's Coll., 1971. Pp. 41.

ED 059 930, MF & HC

The draft materials in this kit were prepared for classroom experimentation employing the role instruction approach to social studies and occupational instruction at elementary and secondary levels. A major aspect of socialization consists of the roles one learns. Role instruction is designed to transmit role information in a deliberate and systematic manner so that each student can: a) become fully aware of the role-learning in his daily experiences; b) grasp the implications of different roles for his social and occupational life; and, c) comprehend the impact of role-learning on the development of his own personality. The kit contains cards that may be used by both students and teachers. Cards include: 1) basic concept cards, explaining the meaning of role, personality, and position; 2) role information cards; 3) orienting discussions, to introduce the student to real-life manifestations of role behavior, the multiplicity of roles learned by each person, etc.; 4) role-study exercises; 5) selected role scripts (auto mechanic, mother, world citizen, soldier, and others); and 6) a guide to evaluation of student attitudes toward specific roles. Finally, ways to apply several of these role exercises to war/peace situations are suggested.

Keywords: Elementary grades, instructional materials, international education, occupational guidance, peace, role perception, role playing, secondary grades, social development, socialization, social studies.

Gross, R.E. Social studies essentials in an era of doubt. Presented at a regional conference of the National Council for the Social Studies, Milwaukee, Wisconsin, 1974. Pp. 19.

ED 096 238, MF & HC

An analysis of factors contributing to socio-civic deterioration suggests a framework for emphasis in social studies instruction that teachers may use to take a positive step toward the improvement and maintenance of civilized society. These factors include social rigidity rather than change; overreach and overexpansion leading to exhaustion of people and resources; national security as an excuse for self-interest and greed; personal alienation and loss of common loyalties; and erosion of moral values. A liberating education addressing these factors and centering in social studies, but characterizing an entire school, should include, for example (1) training in learning how to learn; (2) content devoted to human and self-understanding; (3) involvement of students in cultural and social goals; (4) environmental education; (5) peace education; (6) familiarity and involvement in political and social action; (7) future studies; and (8) a global orientation.

Keywords: Curriculum development, environmental education, futures of society, global approach, humanistic education, inquiry training, interdisciplinary approach, peace, population education, social action, social studies, world problems.

Haavelsrud, M. Development of concepts related to peace and war: An international perspective. Seattle, Washington: Washington University, College of Education, 1971. Pp. 25.

ED 054 998, MF & HC

This paper reports research on the relative impact of various communication structures, particularly the mass media, on the formation of attitudes regarding war and peace, and the relationship of these source ratings to age and sex. The sample consisted of 611 students from grades 5, 7, 10, and 12 in Vancouver, Canada. Methodology involved the administration of a series of open-ended questions measuring the individual's orientations to several different war-peace concepts, and the amount of influence each of a variety of potential sources had on each orientation. Sixpoint scales were utilized to examine the influence of: family members, friends, home TV, radio, newspapers, magazines, books, movies, teachers, textbooks, school movies, school TV, minister, and content of religion. Among other findings reported were: 1) ratings of the utility of various sources tend to differ mainly between the concepts of the word war and the causes of war, on the one hand, and the remaining concepts on the other; 2) TV at home has the highest utility for all concepts; and 3) in the upper grades, TV at home is only of secondary importance for several concepts, magazines and newspapers assuming greater influence. The author states that there is a need for further research on why certain sources are of greater utility than others for certain orientations.

Keywords: Childhood attitudes, communications, concept formation, mass media, peace, political attitudes, political socialization, socialization, student attitudes, war.

Haavelsrud, M. Learning resources in the formation of international orientations. Seattle, Washington: Washington University, College of Education, 1971. Pp. 25.

ED 049 643, MF & HC

A study was designed to determine the sources high school students used in acquiring certain international orientations, specifically on peace and war. Subjects filled out a questionnaire on their beliefs and indicated what sources they thought had most influenced their thinking on these subjects. The primary media or sources for acquiring views on the concepts of war and peace, the causes and prevention of war, the morality of war, and the possibilities of avoiding war were identified by correlation. An overview of the results showed that the mass media, especially television, newspapers, and magazines, were most influential. Other sources, ranked from higher to lower in terms of influence, were: peer group, school experiences, family, and religion. The importance of a source differs according to whether concepts of war and peace, causes of war, prevention of war, or moral judgment of war is the orientation measured.

Keywords: Attitudes, beliefs, concept formation, family influence, high school students, information sources, mass media, parent influence, peer groups, political attitudes, political socialization, social influences, teacher influence.

Haavelsrud, M. The impact of the communication structure on American and Canadian pre-adults' orientations to war and peace. San Diego, Calif.: U.S. International University, 1971. Pp. 18.

ED 058 118, MF & HC

The purpose of this study is to compare the relative impact of communication structures and the utility of sixteen sources of orientations in the development of concepts related to peace and war among high school students. 197 students from Seattle, Washington and 227 from Vancouver, British Columbia were asked to respond to four open-ended questions on war, peace, causes of war, and the prevention of war. They were then asked to rate the utility of their sources of information: TV at home, radio, newspapers, magazines, books, movies in theaters, teachers, textbooks, movies in school, TV in school, minister or teacher in church, and content of religion. Statistical analysis utilized a one-way analysis of variance, the dependent variable being the source ratings. A clarification of possible causative variables is provided in an interpretive section of the paper.

Keywords: Communications, concept formation, conflict, mass media, peer relationship, political socialization, peace, religious factors, secondary school students, social factors, socialization, student attitudes, war.

Haavelsrud, M. A comparative study on perceived effects of communication networks in acquiring international orientations. San Diego, Calif.: U.S. International Univer., 1972.

Pp. 16.

ED 062 771, MF & HC

A study was designed to study differences in pre-adults conception of war in different countries. A tenpage instrument was administered to high school students in the United States (Seattle) and in Canada (Vancouver), consisting of questions to measure orientation to nine concepts related to war and peace, and devices to assess the value of 16 sources of these orientations. The results showed consistently higher utility of print and nonprint media sources among Canadian subjects, while a significantly higher utility of interpersonal sources and religion was found among United States subjects. Also, more sources of orientation in the U.S. were geared to the development of notions about war and causes of war, while Canadian subjects seem to regard parts of the communication structure more conducive to the development of notions about peace and prevention of war.

Keywords: Canada, communication, foreign relations, high school students, information sources, international education, peace, political attitudes, telecommunication, United States, war.

Haavelsrud, M. (Ed.) Education for peace: Reflection and action. Proceedings of the World Conference of the World Council for Curriculum and Instruction. Guildford, Surrey, England: IPC Science and Technology Press, 1976. Pp. 407.

ED 127 210; available from IPC Science and Technology Press, 32 High Street, Guildford, Surrey, England (not from EDRS)

This book contains 30 articles from 20 countries dealing with the substantive and methodological aspects of peace education, from early childhood to the university level and out of school. The articles comprise the Proceedings of the First World Conference of the World Council for Curriculum and Instruction held at the University of Keele, Great Britain, in September 1974. Addresses of welcome are provided in Section one. Section two discusses issues facing mankind such as the population problem, mass poverty, environmental overload, and human rights. The contributions which education can make toward peace and social justice are emphasized. Section three describes ten action projects in Colombia, England, India, Japan, Kenya, Nigeria, Norway, and the United States. Section four contains 11 articles on the parameters of education for peace. Discussions of the following are included: the myth of equality of educational opportunity in the United States; the "village-oriented curriculum" of Zaire; various models of how values have been, are, and ought to be taught; and the concept of lifelong education. The book concludes with a synthesis of action plans and conference evaluation results in Section five.

Keywords: Adult education, comparative education, conference reports, continuous learning, early childhood education, educational change, elementary secondary education, higher education, peace, population growth, program descriptions, social action, values, world problems.

Hadjisky, M.G. (Comp.) Peace education in the primary grades: The young world citizen. A bibliography and sample activities, K-3. Detroit, Mich.: Wayne State University, Michigan Center for Teaching about Peace and War, 1973. Pp. 19.

ED 096 229, MF & HC

This annotated bibliography of print and nonprint materials and sample classroom activities for use at levels K-3 is intended to help teachers find creative ways to implement practical programs in peace education for young children. The periodicals, books, audiovisuals, records, and games cited in the bibliography date from the 1960's and 1970's and include resources for the teacher. The bibliography, which comprises the major portion of the publication, is divided into the following three sections: (1) The Young Citizen in Family and School, (2) The Young Citizen in Community and Country, and (3) The Young Citizen in Our World.

Keywords: Aggression, annotated bibliographies, bibliographies, class activities, conflict, elementary education, global approach, human relations, instructional materials, kindergarten, peace, resource materials, social sciences, social studies, war.

Hadjisky, M.G. & Stroll, F.B. (Eds.) Peace education in the pre-school years: A mental health approach. Detroit, Mich.: Center for Teaching About Peace and War, Wayne State Univer., 1972. Pp. 24.

ED 096 228, MF & HC

The Center for Teaching about Peace and War at Wayne State University, Detroit, Michigan, was established to further new approaches for the study of peace and war on all educational levels and to collect and disseminate information on the subject. The Pre-School Project, which marks the Center's initial effort in the mental health disciplines, is based on the conviction that deep feelings about aggressive impulses and characteristic ways of dealing with conflict are learned in early childhood. The Pre-School Project and the programs it offers parents, teachers, and students are described. Excerpts of speeches given at workshops initiated by the project comprise a major portion of the booklet.

Keywords: Conflict, early childhood education, mental health, peace, preschool education, program descriptions, research, resource materials, war, workshops.

Handbook of evaluated materials for secondary social studies. Concord, Calif.: Mount Diablo Unified School District, 1973. Pp. 218.

ED 086 612, MF & HC; available also from Center for War/Peace Studies, New York.

The handbook contains teacher evaluations of secondary social studies materials used in the Mt. Diablo Unified School District (MDUSD), Orinda, California. The Materials Testing Program of MDUSD is an effort to involve secondary teachers in the process of evaluating social studies materials in certain concept areas: conflict, social change, man's interdependence, power and authority, values, institutions, and self-identity. Materials, prescreened first by the Diablo Valley Education Project and then by teachers, were field tested in classrooms. The evaluations on units, games, and multi-media which comprise the major portion of the handbook are edited versions drawn from the original teacher evaluations. Resources through which more information on materials can be obtained are listed. This publication has also been edited into 6 separate guides. The individual titles are Change, Conflict, Identity, Interdependence, Power and Authority, and Values, all are subtitled Guides to Selected Curriculum Materials on Interdependence, Conflict, and Change: Teacher Comments on Classroom Use and Implementation.

Keywords: Concept teaching, conflict, course evaluation, curriculum development, curriculum evaluation, evaluation, instructional materials, secondary education, social change, social studies, textbook evaluation, values.

Hanvey, R.G. An attainable global perspective. New York: Center for War/Peace Studies, 1975. Pp. 31.

ED 116 993; available from Center for War/Peace Studies, New York (MF only from EDRS)

This essay discusses the modes of thought, sensitivities, intellectual skills, and explanatory capacities which contribute to the formation of a global perspective. The essay is divided into five sections which examine the requirements for an attainable global perspective. Section 1, Perspective Consciousness, underscores the need to recognize the fact that everyone's perspective is shaped by subtle influences and that others may have different perspectives. Section 2, State of the Planet Awareness, examines the problems and solutions for increasing the ability of individuals to intelligently interpret information about world conditions. Section 3, Cross Cultural Awareness, describes the different degrees of cross-cultural awareness and the necessity to reach a stage beyond empathy where one has the capacity to imagine oneself in a role within the context of a foreign culture. Section 4, Knowledge of Global Dynamics, analyzes the world as an interdependent system where the issue of growth may be the predominant contemporary problem. Section 5, Awareness of Human Choices, emphasizes that increased global perspective will require difficult value decisions about the solutions to our world problems.

Keywords: Conceptual schemes, cross cultural studies, cultural awareness, decision making, elementary secondary education, futures of society, global approach, social studies, teaching techniques, values, world affairs.

Hawke, S. Man between war and peace: An interdisciplinary international studies course. Boulder, Colorado: Social Science Education Consortium, 1975. Pp. 5.

ED 104 772; available from Social Science Education Concortium, 855 Broadway, Boulder, Colorado (MF only from EDRS)

Teachers of North Miami Beach High School, Florida, have developed an interdisciplinary approach to war/peace studies. The major objectives of this English/history oriented course are (1) to examine and evaluate traditional and personal values and beliefs concerning war and peace; (2) analyze and react to war literature and to discuss the role of literature in meliorating human problems; (3) investigate various approaches to human aggression and peaceful alternatives to aggression; (4) analyze the effectiveness of peacekeeping models; (5) develop tools for analyzing conflict on a personal, national, and international level; (6) examine the relationship between individual and the state; and (7) differentiate between constructive and destructive roles in group interaction. With these objectives, six major subject areas are developed. Student activities include readings, role playing, simulation games, song singing, slide presentations, and investigation of a local organization.

Keywords: Class activities, conflict resolution, course objectives, English, foreign relations, global approach, history, interdisciplinary approach, international organizations, peace, program descriptions, secondary education, teacher-developed materials, war, world affairs, world history.

Human relations. Miami, Fla.: Dade County Public Schools, 1971. Pp. 162.

ED 067 344, MF & HC

Human relations units are presented in this guide designed for teachers of secondary grades. The aim is to educate students in the philosophy of humanism. Emphasis is upon social interaction in an attempt to help pupils not only to realize their own potential, but to respond to the needs of others. Each of the four activity units deals with factors in human relations and outlines the focus, broad goals, generalizations, instructional objectives, and learning activities. Unit one examines the development of personality in an attempt to help students gain self-understanding by studying the effects of heredity and environment. Focus in Unit two is upon students' understanding and perceiving themselves and others. Problems and conflicts among individuals and groups is the topic for Unit three. Unit four stresses effectiveness of communication. Books, articles, and films are included in a resource list.

Keywords: Activity units, communication (thought transfer), conflict, group relations, human dignity, human relations, interaction, personality development, resource guides, secondary grades, social integration, teaching guides, values.

Huntley, J.R. (Ed.) Teaching about collective security and conflict. London: Atlantic Information Centre for Teachers, 1971. Pp. 70.

ED 102 039; available from Atlantic Information Centre for Teachers, 37 A High Street, Wimbledon, London (MF only from EDRS)

Presentations from an International Seminar for Teachers organized at Rungstedgaard in 1971 are included in this report. The conference presented seven approaches to the teaching of world affairs: (1) the nation-state which is still dominant on the world scene; (2) the strategy and power-politics relationship between states; (3) the systems theory, in which an integrated complex of interdependent parts -- such as the world transportation network -- is studied; (4) peace research and conflict resolution -- the causes of war, the conditions of peace, and the changing of attitudes; (5) the role of technology; (6) the concept of collective security -- something more than a classical alliance, yet less than a global supranational government; and (7) the relationship between values and foreign policy. Summary discussions following each presentation include the diverse opinions of the Rungstedgaard group as to the proper approach for teaching about conflict and security. Appendixes provide a list of participants, materials for the teachers, and some addresses for teaching aids and information.

Keywords: Conflict resolution, curriculum development, foreign policy, foreign relations, futures, global approach, instructional innovation, international education, nationalism, peace, political power, political science, social studies, systems approach, teaching methods, technological advancement, values, world affairs.

International Peace Research Newsletter (Oslo: International Peace Research Association), 1973, 11(1-2). Pp. 40.

ED 084 183, MF & HC; available also from International Peace Research Newsletter, P.O. Box 5052, Oslo 3, Norway

This issue, focusing on peace education, is one of the newsletters issued by the International Peace Research Association (IPRA). The purposes of IPRA are to conduct interdisciplinary research dealing with conditions of peace and causes of war; promote national and international studies and teaching related to the pursuit of peace; facilitate contacts between world scholars; and disseminate peace research. Four major sections in this newsletter deal with: 1) a letter from the Secretary of the Education Committee; 2) detailed reports on two conferences, namely, Education for Peace and Social Justice and Conference of the IPRA Education Committee; 3) descriptions of different institutions and projects of peace education; and 4) news items concerning appointments, grants, and conferences.

Keywords: Conflict resolution, international organizations, newsletters, peace, research.

Johnson, H.A. & Virag, W.F. Multimedia materials for studies on world peace. Petersburg, Virginia: Virginia State College, n.d. Pp. 146.

ED 102 087; available from W.F. Virag, Dept. of Social Studies Education, Virginia State College, P.O. Box 702-N, Petersburg, Virginia (not from EDRS)

This publication was prepared for the World Conference on Education (University of Keele) and provides ideas related to teaching about world peace at the secondary level and to the availability of resource materials. In section 1, the author investigates the need for the use of varied instructional resources to develop critical thinking among students. Section 2 contains six conceptual models for teaching about social justice and human rights, population, decision making, conflict resolution, development, and environment. Section 3, which comprises the major portion of the publication, is an annotated bibliography of print and nonprint materials which can be used to teach about the six areas of concern for which conceptual models are presented in section 2.

Keywords: Annotated bibliographies, conflict resolution, decision making, economics, environmental education, foreign relations, global approach, international education, justice, natural resources, peace, population education, resource materials, secondary education, world affairs.

King, D.C. Guide to the concept: Interdependence. New York: Center for War/Peace Studies, 1971. Pp. 33.

ED 059 919, MF & HC

This draft outline presents and organizes for teachers one of the fundamental concepts in war/peace studies: interdependence. Interdependence involves learning to look at the world as a single system, and to identify and analyze its various subsystems. Understanding of the concept of interdependence is considered to be a vital first step in the student's ability to come to terms with his own prejudices and stereotyping. The guide lists sample affective and cognitive objectives; provides an idea outline of the concept interdependence and some related concepts; and discusses methods and techniques for dealing with interdependence. For each of these, topic and content samples are outlined. A bibliography lists sources designed as starting points for the development of particular topics and content samples, as well as more general sources on interdependence.

Keywords: Affective objectives, citizenship, cognitive objectives, concept teaching, foreign relations, interdependence, international education, peace, political socialization, secondary grades, social studies, teaching guides, war, world affairs.

Kirkland, O. On conflict: A curriculum unit with comments. New York: Center for War/Peace Studies, 1970. Pp. 91.

ED 052 078, MF & HC

This experimental eight week unit is designed to give students a more detailed understanding of the concepts and realities of conflict, violence, war, and international behavior than usual. After trial classroom use, it was determined that the activity may be used in whole or in part, integrated into existing curriculum, in courses such as civics, history, western civilization, area studies, international relations, anthropology, sociology, or psychology. Examples of sub-units are: 1) Dilemma, introduction of the ideas of ambiguity, paradox, and personality differences; 2) Cycles in Violence; 3) Behavior of Escalation; 4) Theory of Revolution; 5) Measures of Stability; 6) Economic Aid and Political Stability; 7) Arms and Insecurity; 8) Impact of Nuclear War; and 10) Planning for the Future, measures of probability and study of future events.

Keywords: Cognitive objectives, concept teaching, conflict resolution, curriculum guides, experimental curriculum, foreign relations, futurology, human relations, nationalism, secondary grades, simulation, social studies, values, violence, war, world affairs, world problems.

Laubenfels, M.J. A study of the theme of war in selected literature for junior high readers (1940-1975). Ph. D. dissertation, Ohio State University, 1975. Pp. 176.

ED 116 221; available from University Microfilms, Ann Arbor, Michigan (not from EDRS)

The primary purpose of this study was to examine juvenile books on the theme of war. An attempt was made to analyze the characteristics of earlier works on World War II, and to compare and contrast recent publications treating current conflicts. While emphasis was on fictional material, many true-life accounts were also included. Chapter 1 describes the junior novel as an effective vehicle for conveying human relations concepts to adolescents. Chapter 2 surveys the results of more than 30 years of research on students' attitudes toward war and peace and their knowledge in these areas. Chapter 3 examines the attitudes that earlier writers took toward war and discusses significant changes that have occurred in recent adult war fiction. The fourth and fifth chapters analyze in detail a selected group of recent junior novels and personal accounts of World War II and recent armed conflicts. It is recommended that schools emphasize study at the junior high level of the causes and effects of war and alternative solutions to intergroup conflicts.

Keywords: Adolescent literature, conflict, content analysis, doctoral theses, junior high schools, student attitudes, war.

Lauter, P. (Comp.) Teaching about peace issues. A peace education kit. Philadelphia, Pa.: American Friends Service Committee, 1965. Pp. 200.

ED 075 286; available from American Friends Service Committee, 160 North 15th Street, Philadelphia, Pennsylvania (not from EDRS)

Various aspects of peace education are dealt with in this study kit which includes papers, talks, outlines for courses, reports on seminars, conferences and discussions, plans for workshops, books, programs, information on resources available, and reading lists. The resource manual is arranged under the various headings of overviews, courses in psychology, sociology, humanities and education, sciences, interdisciplinary courses, public or adult education courses, total program for peace study, recent professional periodical references etc. The scope is broad and covers areas relating to peace education such as international relations, disarmament, social problems, conflict and non-violence, culture, war prevention, ethnics, world problems, world peace, world politics and law.

Keywords: Conflict resolution, course descriptions, disarmament, foreign policy, foreign relations, human relations, peace, resource guides, social studies, war.

Liddle, P.H. The first world war as an example of the natural link between teaching and research. Stony Brook, N.Y.: State University of New York, 1973. Pp. 6.

ED 073 018, MF & HC

Must there be a dichotomy between research and teaching? Believing that the two go hand in hand rather than at odds with each other, the author illustrates how cooperation between both can take place. At the Suderland Polytechnic History Division, in which students are preparing for B. Ed. and Teaching Certificate work, students study the particular area of the First World War, using and contributing to the developing research archive resources of the Department in preparation of their dissertation. Research work consists of collecting materials, assessing it for archival purposes, and producing sources of references. Emphasis is upon students gathering primary sources such as letters, diaries, photographs, papers, maps, and oral recollections of war experiences that relate to personal experiences in the war. Three purposes behind the work are to preserve a perishable record; to use materials informally in the schools in an effort to bring pupils to an understanding of the war; and to train students in the historical method.

Keywords: History, research methodology, research utilization, teaching, world history.

Linsell, J. A peace education unit for the Kindergarten child. Detroit, Mich.: Center for Teaching About Peace and War, Wayne State Univer. Pp. 16.

ED 096 227, MF & HC

To educate children toward peace and a productive resolution of conflict the following goals are set forth: developing a respect for all life; recognizing and respecting cultural and social differences among individuals; solving problems of socialization; developing a concept of world citizenship; stimulating parents to adopt a philosophy of peace education; and developing in children the freedom to think critically. A unit for inculcating these goals in kindergarten children focuses on the concepts of interdependence and conflict resolution. Activities and resources aimed at developing self-confidence and a sense of self-worth and acceptance are coordinated with these concepts. Included are lists of books, films, records, and other instructional materials.

Keywords: Childhood needs, conflict resolution, cultural awareness, global approach, instructional materials, interdependence, kindergarten, peace, social behavior, social values, teaching techniques, thematic approach.

Lutzker, M.A. The first year of war and peace studies at Richmond College. Staten Island, N.Y.: Richmond College, 1973. Pp. 24.

ED 095 056, MF & HC

A report of the first year of war and peace studies at an undergraduate institution is based on data from student evaluations, material from student journals, discussion with participating faculty, and observations of the program coordinator. The rationale of the experiment--to implement a program relevant to students, to encourage a dialogue across disciplinary lines among faculty, and to encourage student participation in the classroom -- is discussed, and the two core courses which inaugurated the program are described. The perspective, structure and content, related courses, and classroom strategies are described along with the important function of student journals and the role of the faculty. The first year is characterized as a modest success, and several recommendations are made for ensuing years. Basic data about the program and its participants, course syllabi, instructions on keeping a journal, and some excerpts from student journals are appended.

Keywords: College curriculum, course objectives, diaries, experimental programs, formative evaluation, higher education, interdisciplinary approach, international education, peace, program descriptions, student attitudes, teacher role, teaching techniques, war.

Marvin, D. World law. Berkeley, Calif.: Diablo Valley Project, 1969. Pp. 24.

ED 052 077, MF & HC

This paper is intended to provide information useful to the goal of encouraging students to search intelligently for alternatives to war. Assumptions in thinking about international law are described, including some assumptions about systemic relationships. Several conceptual models of arrangements for management, settlement, or the outright prevention of conflict are presented to define features of three systems of international law: 1) Law of Reciprocity, 2) Law of Cooperation, and 3) Law of Subordination. Included in this analysis is background discussion of the international political system and the balance of powers. In addition, problems raised by the assumptions incorporated in each of the three models are indicated. An annotated bibliography of 23 entries is provided.

Keywords: Conceptual schemes, conflict resolution, court litigation, foreign policy, foreign relations, international education, laws, nationalism, peace, political issues, political science, resource materials, social studies, social systems, war, world affairs, world problems.

Meetings of the war/peace curriculum implementation committee of Mount Diablo Unified School District. Workshop report. Berkeley, Calif.: Diablo Valley Project, 1970. Pp. 50.

ED 052 075, MF & HC

This document includes reports from three workshop meetings of a curriculum development committee in the war/peace field. In each workshop report agenda, participants, content, and critique are included. Appended to the final report are outlines of completed work by team members on the four units: 1) World War 1 and the Cuban Missile Crisis as Examples of International Conflict Situations; 2) Conflict; 3) The Habit of Violence; and 4) Dissent and American Society.

Keywords: Concept teaching, conflict, curriculum development, educational objectives, experimental curriculum, in-service teacher education, secondary grades, social studies, teacher workshops, values, war, world affairs, world problems.

Meetings of the 1970-71 war/peace curriculum implementation committee. Workshop report. Berkeley, Calif.: Diablo Valley Project, 1971. Pp. 84.

ED 052 079, MF & HC

This document reports on second year meetings of a curriculum development project in the war/peace field (cf. above). Twenty-two teachers of English, science, and social studies participated among other things for experience in a conflict simulation game. The simulation game is described in detail. Appendices present sample questions from the resource evaluation, and guidelines for preparing a teaching-learning unit. The second workshop was devoted to developing objectives, techniques, and content of interdisciplinary units on Conflict and Conflict Resolution. Included in the appendices are: definition of the knowledge, affective, and skills objectives to be developed; an outline of developmental ideas on conflict; and a model unit outline on Methods of Conflict Resolution. Discussion notes give ideas for relating science education to education about war, peace, conflict, and change.

Keywords: Affective objectives, cognitive objectives, concept teaching, conflict resolution, curriculum development, experimental curriculum, inservice teacher education, interdisciplinary approach, peace, secondary grades, simulation, social studies, teacher workshops, textbook evaluation, values, war, world affairs, world problems.

Milburn, T. Problems of integrating academic disciplines in the study of war, violence, and social change. New York: Center for War/Peace Studies, 1970. Pp. 19.

ED 058 106, MF & HC

The problems mankind faces are of such overwhelming importance that it is easy to see why we are interested in integrating the academic disciplines to study war, violence, and social change. Could not the behavioral sciences, properly mobilized, enable us to reduce the probabilities of war and violence, and make social change more tolerable? Toward these ends, the integration of academic disciplines and the cooperation of these disciplines with practitioners (educators) should prove worthwhile. There are several obstacles to interdisciplinary work, for example: 1) the anxiety-provoking nature of this area of research, which causes people to withdraw to safe problems in their own disciplines; 2) the tendency to regard only the things in one's own discipline as problematic, and those things outside as givens; and (3) each discipline having its own distinct methods. One way to overcome these obstacles is to be aware of the conceptual convergences that exist across disciplines. Also there are new methods and concepts that make cooperation easier, e.g., the mancomputer simulation to study conflict. It is not obvious how such projects can best be organized, and we need to collect critical incidents concerning successful attempts at cooperation.

Keywords: Aggression, antisocial behavior, behavioral sciences, conflict, cooperative programs, curriculum development, human relations, interdisciplinary approach, peace, research needs, social change, war, violence.

Morgenthau, H.J. Science: Servant or master? New York: Norton, 1972. Pp. 155.

ED 084 092; available from W.W. Norton & Co., 55 Fifth Avenue, New York (not from EDRS)

This book includes analyses of the meaning of science for modern man and its effects on contemporary politics. Natural, social, and humanistic sciences are discussed in connection with religion, philosophy, and politics to indicate the importance of the scholar who fulfills the mission of science and also the mission of man. Domestic political scenes are analyzed to illustrate effects of scientific developments in the present technological age. Power shifts are manifested from the people to the government and from democratically responsible officials to technological elites within the government. Popular participation in and control over governmental affairs decrease drastically. Problems of war and peace in international relations, are major concerns in discussing the future of man. Pervasive flaws in Kahn's arguments are presented. The author concludes that a radical transformation of modes of thought and action in the light of novel conditions is the only way to use technology for the good of humanity rather than for its destruction.

Keywords: Futures of society, governmental structure, humanities, philosophy, politics, scientific enterprise, social sciences, technological advancement, world problems.

Morris, C. et al. Communication and conflict resolution. East Lansing, Michigan: Michigan State University, Dept. of Communication, 1969. Pp. 84.

ED 061 214, MF & HC

A set of 46 abstracts in the working stage is presented. The basic focus of this collection is on ways to communicate as an alternative to destructive behavior.

Kaywords: Abstracts, annotated bibliographies, behavioral science research, communication (thought transfer), conflict resolution, oral communication.

Nesbitt, W.A. (Ed.) Teaching about war and its control: A selective annotated bibliography for the social studies teacher. Albany, N.Y.: New York State Education Dept., 1971. Pp. 102.

ED 059 133, MF & HC

A broad coverage of the war/peace field is represented by the items in this annotated bibliography and resource guide. It attempts to provide some solutions to questions about what to teach, how to teach it, and where to find materials. Both disciplines and topics appropriate to social studies courses are represented by books of fiction and nonfiction, articles, films, simulations, and case studies. The first of three sections is comprised of entries on the nature and causes of war, from the perspectives of history, anthropology, psychology, weaponry, nationalism, conflict, aggression and population growth. A second section, War Prevention: Approaches and Techniques contains items on such topics as U.S. foreign policy; arms control and disarmament; ethics, religion, and war; world order; futurism; and non-violence. Each item is coded as appropriate for the average, above average, or superior student, and/or for the teacher. Most entries include price and availability information. The third and last section lists resource organizations in the war/peace field. Addresses and brief descriptions of activities and services are provided.

Keywords: Annotated bibliographies, educational games, educational strategies, foreign relations, futurology, interdisciplinary approach, nuclear warfare, peace, political science, resource guides, simulation, social studies, war, world problems.

Nesbitt, W.A. Teaching about war and war prevention. New York, N.Y.: Foreign Policy Association, 1971. Pp. 172.

ED 058 120; available from Thomas Y. Crowell Company, 201 Park Avenue South, New York (not from EDRS)

The book provides a conceptual framework along with classroom suggestions for secondary social studies teachers dealing with the complex war/peace subjects. The book aims at studying wars as a social phenomenon in a new course, or in combination with interdisciplinary courses. It is divided into four major parts. Part I, Developing an Understanding of the Causes and Nature of War, considers man's inherent nature and the role it plays in war and peace. Part II, War and the International System, examines the ways in which nationalism can lead to world wars. Part III, Examining Approaches to Preventing World War III, offers ways in which the nation state system can be gradually altered or completely changed. Models operating under a world of supranational law are presented. Part IV, Additional Approaches to Teaching War Peace Concepts, suggests that teachers can use history as a method, illustrating common causes of wars. Materials presented include: 1) additional readings and 2) research and discussion questions. A special supplementary section at the end of the book lists resource organizations, audio-visual materials, bibliographies, and simulation games of international conflict.

Keywords: Aggression, concept teaching, conflict resolution, curriculum guides, foreign policy, foreign relations, history instruction, international education, nationalism, nuclear warfare, peace, questioning techniques, resource guides, secondary grades, social studies, teaching guides, violence, war, world problems.

North, R. Violence: Interpersonal, intergroup, and international. New York: Center for War/Peace Studies, 1969. Pp. 22.

ED 053 001, MF & HC

This paper takes a holistic view of the conditions and causes of conflict and violence. Beginning with an analysis of interaction and conflict between individuals, the author proceeds to examine its occurrence on the group, organization, and nation-state level. He points out that since all human interaction involves some conflict, we should consider alternative modes for conflict management. Several unicauses have at times been put forth for war--including biological instinct, a form of psychotic behavior, etc.The line of argument taken here is that national leaders will always try to move their nation in directions which reduce whatever discrepancies they perceive between the state of affairs they believe they are living in, and the state of affairs they prefer. Based on this analysis, the general dynamics of conflict and violence between nations of varying levels of power are examined. Comments on Prof. North's presentation by Irving Janis and Thomas Milburn accompany the document.

Keywords: Conflict resolution, decision making, foreign relations, human relations, interaction process analysis, intergroup relations, models, policy formation, political power, political science, systems approach, violence, world affairs, world problems.

North, R.C. Alternative futures for society: Certain variables and parameters. Berkeley, Calif.: Diablo Valley Project, 1970. Pp. 37.

ED 058 107, MF & HC

This paper begins by establishing the need for new world views and social invention. Its thesis is that: 1) reform must begin at both the individual and system levels; 2) we must clearly see how we are caught in systems within systems; and 3) by responding somewhat acquiescently to these systems, we help keep them stabilized. The author first provides a model to account for human behavior, and discusses the way perceptions, values, expectations, and loyalties lead to foundations for social organization, custom, law, and institutions. Many of these widely shared values are associated with preservation of a society from inner and outer threats, and pursuit of national interests. The behavior of nations is then characterized, mainly in terms of the dynamics of leadership, how it interacts with the shared values, and the process of decision making by national leaders. The author discusses the importance of population and technology as parameters affecting the decisions of its leaders and attempts to account for the importance of these variables through a series of propositions. Machine (or man-machine) simulations of all levels of decision and control with real world data would allow us to determine not only how basic area, resource, population, production and other variables have combined and are combining, but also what trends are likely to continue, with what consequences.

Keywords: Cybernetics, decision making, foreign relations, futurology, international education, man-machine systems, national defense, nationalism, political science, population trends, psychology, research needs, social change, social problems, systems approach, technology.

Pellowski, A. Can children's literature bring peace? Paper presented at the Conference on Children's Literature in the Service of International Understanding and Peaceful Co-operation, Tehran, 1975. Pp. 20.

ED 126 456, MF only (marginal legibility)

This paper, presented at a meeting held in Tehran, discusses whether children's books can promote peace and analyzes several titles according to a theory of moral development evolved by Lawrence Kohlberg. Included are a list of programs in the United States that directly relate to peace education for children and a list of special education programs that show how to achieve empathy for others and how global interdependence works.

Keywords: Children's books, children's literature, conference reports, cultural exchange, cultural interrelationships, global approach, peace.

Post, A. War and peace studies: War and war prevention. World order. Brooklyn, N.Y.: Bureau of Social Studies, 1974. Pp.54.

ED 095 051, MF & HC

A central purpose of this curriculum resource is to help students at the secondary level gain mental images, concepts, vocabulary, and learning skills they can use to comprehend the rather vast idea of world order and gain a world perspective on contemporary affairs. Emphasis is on presenting learning experiences designed to generate questioning attitudes, and challenge young people to think critically about important global concerns of their generation and the future. The teaching strategies emphasize direct student participation and involvement on both affective and cognitive levels. The resource bulletin contains a course of study, suggested readings and audiovisual materials for instruction, and suggested references for further information on war and peace studies, as well as address lists of resource organizations and materials vendors. The course outline is organized around the major themes of war, war prevention and world order.

Keywords: Audiovisual aids, conflict resolution, developing nations, disarmament, economic development, futures of society, global approach, human relations, instructional materials, international organizations, nationalism, peace, resource guides, secondary grades, social problems, social studies, war, world problems.

Report of the 1970-71 summer curriculum development program of the Diablo Valley Education Project. New York: Center for War/Peace Studies, 1970. Pp. 15.

ED 059 931, MF & HC

This report provides an overview of a four-week workshop. The purposes of the workshop were to: 1) present an introduction to the concepts conflict, violence, and interdependence; 2) develop an awareness of the need for value analysis in the classroom; 3) teach techniques and theory of value clarification and analysis in the classroom; and 4) produce conceptually-oriented preliminary units on the above concepts and value analysis which might later be edited for publication. A panel of consultants provided the pedagogical and substantive basis from which the teachers could choose the content samples and design learning strategies for their units. A content outline of these formal workshop presentations is included in this report. A total of fourteen draft units resulted from the summer program. An appendix provides brief descriptions of these units.

Keywords: Conflict, curriculum development, foreign relations, fundamental concepts, international education, peace, secondary grades, social studies, teacher developed materials, values, violence, war, workshops, world affairs.

Rogers, W.C. A guide to understanding world affairs. 1966.

ED 014 666; available from Oceana Publications, Dobbs Ferry, N.Y. (not from EDRS)

This book presents facts and ideas about world affairs. Chapters cover international life, power in world affairs, war as international conflict, the means and varieties of armed conflict, international conflict short of war, the accommodation of conflict in world affairs, and peace--what it is and how to get it. The last chapter deals with sources of information and understanding in world affairs.

Keywords: Citizenship, conflict, information sources, international education, international organizations, power structure, reading materials, world affairs.

Ross, L.L. Education for peace: An untried road. (2nd ed.) Huntsville, Ala.: International Association of Educators for World Peace, 1973. Pp. 126.

ED 106 171; available from IAEWP International Headquarters, P.O. Box 3282, Huntsville, Alabama (not from EDRS)

This handbook examines the problem areas of world peace, suggests an approach for education that will teach human beings the necessity of peace, and offers some techniques for living in peace and for pursuing a career devoted to peace. Chapters define education for peace, including suggestions for research to facilitate peace education, point out personal attitudes and habits that are detrimental to the accomplishment of peace, and expose political and social obstacles to peace. Other chapters cite various organizations for world peace, describe the history of the International Association of Educators for World Peace, and give hints for anyone interested in furthering the cause of world peace by organizing community interest. A selected annotated bibliography concludes the handbook.

Keywords: Career opportunities, community involvement, conflict resolution, educational philosophy, global approach, human relations, peace, political attitudes, socioeconomic influences, world affairs, world problems.

Scott, J.A. Effective history teaching in the high schools: A call for a new strategy. Washington, D.C.: American Historical Association, 1971. Pp. 10.

ED 065 376, MF & HC

History instruction at the secondary level is not sufficiently relevant to the needs of students today. The traditional concept and function of most textbook oriented teaching is one of indoctrination, Americanization, and an attempt at preserving the economic, social, and political status quo. There is a need to educate students to intelligently confront and solve social problems. The history profession has contributions to make in the formation of an alternative strategy. Suggested points of strategy which need to be debated are: 1) The role of the school is to prepare students for activism toward attacking social problems and to help them view social change as a catalyst of world survival. 2) In this context, historians can attack and demolish racist myths and teach the origin and nature of war as a human institution over which social control is possible.

Keywords: Educational change, educational strategies, history instruction, secondary grades, social problems, social sciences, social studies.

Selected war/peace curriculum units available for high school level teaching. Orinda, Calif.: Diablo Valley Project, 1971. Pp. 11.

ED 075 267, MF & HC

Eighteen war/peace curriculum units were selected for secondary students for this collection of course descriptions. The objective of the guide is to suggest courses dealing with the overall war/peace issues. Considerable emphasis is placed upon international organizations and law and their ability to maintain world order. Teaching techniques mentioned for the various units include role playing, discussion techniques, case studies and readings. The works, listed by title of unit, contain information on title, publisher, and cost of units along with a course description abstract providing information on major topic emphasis, difficulty of material, objective of the unit, and teaching technique.

Keywords: Conflict resolution, course descriptions, disarmament, futures of society, international education, international law, international organizations, peace, revolution, secondary grades, social studies, war, world affairs, world history, world problems.

Simmons, D.D. et al. Humanistic worldmindedness and peace proposal preferences in pacifist, ROTC, and random student samples, 1971. Pp. 18.

ED 075 282, MF & HC

Assuming that pacifist and ROTC allegiances are associated with differing basic orientations toward mankind and differing preferences for resolution of international conflict, the Worldmindedness Scale and the peace proposal preference procedures (developed by participants in the international survey "Images of the Year 2000") were administered to: 1) military (ROTC), 2) avowedly pacifist, and 3) "neutral" sample groups of U.S. college students. Although polarity in beliefs was expected, it failed to emerge, and instead, there was merely a difference in scale position. The pacifist students emerged as distinctly worldminded and tended to favor a socio-psychological control of aggression, while the ROTC students were neutral toward worldmindedness and emphasized organization solutions toward aggression. However, a remarkably high level of agreement between groups was found regarding ways to achieve peace, the differences being matters of focus. The relationship of worldminded attitudes to peace proposal preferences suggests that the preference for direct control of aggression at the interpersonal and international levels is the minority orientation in the world today, mainstream peacethinking being primarily organizational in nature.

Keywords: Behavioral science research, conflict resolution, higher education, humanization, peace, political attitudes, student attitudes, war, world affairs.

Stone, J.R. Social studies: International trouble spots. Miami, Fla.: Dade County Public Schools, 1971. Pp. 31.

ED 059 956, MF & HC

This elective course of study for grades seven through nine has the intent to equip students to meaningfully analyze current events. Emphasis is placed on understanding the complex underlying political, economic, racial, and religious causes of conflict and alternatives for resolving conflicts. The guide is divided into four sections: 1) a broad framework of goals; 2) international course content outline; 3) lists of objectives and learning activities picturing the concept and behavioral objectives for a set of learning activities that incorporates case studies of current world trouble areas such as Southeast Asia, the Middle East, South Africa, Divided Germany, India and Latin America; and 4) recommended textual and alternate materials, including supplementary teacher resources.

Keywords: Activity units, behavioral objectives, case studies, conflict resolution, current events, curriculum guides, foreign relations, grades 7-9, human relations, interdisciplinary approach, international education, nationalism, peace, secondary grades, war, world problems.

Tankard, A.D. The human family, human rights, and peace. A sourcebook for the study and discussion of the universal declaration of human rights. Detroit, Mich.: Center for Teaching about Peace and War, 1973. Pp. 55.

ED 100 722, available from Center for Teaching about Peace and War, Wayne State University, Detroit, Michigan (not from EDRS)

Human rights issues are brought to the attention of a larger lay public in this source book on the United Nations Universal Declaration of Human Rights. The original declaration consists of a preamble, introduction, and 30 articles. The preamble in the lay version is numbered and referred to as "Seven Sinces", and the thirty articles are called the "Thirty Goals." The essential structure of the document is that "since" we believe in certain human rights it is now time to set "goals" for ourselves. Goals 1-21 deal with civil and political rights or a commitment to a life of greater freedom. Goals 22-30 deal with economic, social, and cultural rights. For each "Since" and each "Goal" there are related questions and topics, often with factual material, to provoke and stimulate study and discussion. These questions relate the text to concrete problems in human experience. This work is not intended as a study plan to be closely followed but as a resource of immediately available materials to select from at will.

Keywords: Civil liberties, global approach, human dignity, humanistic education, humanization, human relations, international law, peace, resource materials, secondary education, world affairs, world problems.

Teaching about interdependence in a peaceful world. New York: United Nations Children's Fund, 1975. Pp. 66.

ED 116 982; available from U.S. Committee for UNICEF School Services, 331 East 38th St., New York (MF only from EDRS)

Designed for elementary-grade students, these resource materials provide activities which relate the global concepts of peace and interdependence to the direct experience of the child. Subunits on world food supply, world health, and the world mail system use simulation and role-playing activities to help learners see how the things that they consume, their daily health, and the delivery of mail to and from their communities are all interdependent. Also included in the materials are a teacher's guide to strategies of teaching interdependence, a descriptive essay on children and war, and an annotated listing of related materials. Hard copy, available through UNICEF, contains additional materials, which can be used in the classroom activities.

Keywords: Class activities, developing nations, elementary education, global approach, instructional materials, international organizations, peace, resource materials, role playing, simulation, social studies, teaching techniques, UNICEF, world affairs, world problems.

Teaching about war, peace, conflict and change. Berkeley, Calif.: Diablo Valley Project, 1971. Pp. 20.

ED 052 076, MF & HC

This is a description of the objectives, program activities, and policy of an experimental curriculum development project in the war/peace field. Seven major concepts of content are defined: 1) Identity, 2) Obligation, 3) Change, 4) Power, 5) Conflict, 6) Institutions, 7) Interdependence, 8) Values and the Value Process. Rationale is that educational institutions in this country can move to institute value education in which problems of war and peace, conflict and change, are honestly investigated and analyzed in terms students can see as their own, reinforcing the intelligent and purposeful formation of individual and social values. Specific objectives of the project are listed and activities carried on in these areas are described: 1) Curriculum Unit Development, presently for grades 7 through 11; 2) Teacher Training; 3) Resource Development; 4) Community Involvement; 5) Dissemination of Information; and, 6) Evaluation. An outline of the structure of the Project is given as well as information on the consulting functions of the Center.

Keywords: Affective objectives, citizenship, cognitive objectives, concept teaching, conflict resolution, curriculum development, democratic values, experimental curriculum, program descriptions, school community cooperation, secondary grades, social change, social studies, values, violence, world affairs, world problems.

The constructive control of aggressive behavior. Developing curricula for the education of youth in meeting modern problems. Lakewood, Ohio: Lakewood Public Schools, 1973. Pp. 220.

ED 085 631, MF & HC

The project's purpose was to develop a Grade 1-12 curriculum to assist students in dealing with knowledge, attitudes, and behaviors involved in the constructive control of aggression. Approximately 1,870 public and parochial students participated in piloting the curriculum. Staff from the Lakewood City Schools and The Educational Research Council of America, together with outside concultants, worked cooperatively in developing a curriculum for two-level elementary, middle and high school. Control and experimental classes were established for piloting the curriculum according to a detailed evaluation plan. Students and teachers were pre- and post-tested with knowledge and attitude measures. Experimental students showed significant growth on knowledge tests with significant differences resulting on the attitude measures among students at the middle and high school levels, and positive trends evident at the elementary level. In addition, experimental teachers showed growth in causal thinking. Revised editions of the curriculum were developed on the basis of feedback from students, teachers, experts. Reaction to the project on the local, statewide, and national level justifies further dissemination, with continued research on effectiveness, and ongoing revision.

Keywords: Aggression, behavior change, curriculum development, educational objectives, elementary school students, program descriptions, secondary school students, self control, student attitudes.

Thiry, L. Two years of experience in teaching an undergraduate course on world peace, 1972. Pp. 13.

ED 071 956, MF & HC

An outline and related bibliography for a world peace course is presented in this paper. Designed for the college student, the course encompasses an interdisciplinary approach focusing primarily on the philosophical and the psychological aspects of the problems of peace. In this paper, the author also reflects on his involvement in the development of this course and the students' response to it.

Keywords: Bibliographies, conflict resolution, course descriptions, curriculum development, curriculum guides, higher education, interdisciplinary approach, international education, peace, philosophy, psychology, social sciences, war, world affairs, world problems.

Tolley, H., Jr. Children and war: Political socialization to international conflict. New York: Teachers College Press, 1973. Pp. 196.

ED 081 510; available from Teachers College Press, New York (not from EDRS)

A questionnaire which explored children's beliefs about war and the Vietnam conflict was administered in 1971 to 2,677 children in grades three through eight. The study of these responses examines four aspects of socialization to international strife: (1) how and when children acquire attitudes toward war, (2) what attitudes children have about Vietnam, and when these were acquired, (3) how much factual knowledge children have about the Vietnam war, and (4) what the primary sources are of children's information about the war. The purpose of the study was to determine whether the anti-war protests of the 1960's had undermined children's confidence in the government. Results showed that this was the case, especially in the young people's trust in the President. The responses to the questionnaire were tabulated and analyzed for the relative influences of the family, school, community, church, and media, as well as characteristics of the pupils themselves--age, sex, and race. Proposals for research for the immediate future are also given.

Keywords: Age differences, childhood attitudes, elementary school students, family influence, junior high school students, mass media, political socialization, questionnaires, racial differences, religious differences, sex differences, social influences, war.

Wainikesa, L. Freedom fighters: Pupil's pamphlet (and) teacher's guide. Paris: UNESCO, 1975; Suva (Fiji): University of the South Pacific, 1975. Pp. 31.

ED 124 445, MF & HC

The accomplishments of three leaders who struggled for freedom and equality in their own countries are outlined in this unit of study for elementary and secondary school students. These leaders include the Reverend Martin Luther King, Jr., Chief Albert John Luthuli, and Mahatma Gandhi. The unit emphasizes the principles these men stood for in their struggles for political rights and individual freedoms. Questions and exercises which follow each section of the student's pamphlet place the student in the role of the lead s discussed and of the people deprived of their freedom fc whom these leaders struggled. The teacher's guide provides exercises designed to help students appreciate the ideas that political freedom and civil rights can be achieved peacefully and that these rights must be constantly safeguarded. The teacher's guide also includes a list of teacher reference books.

Keywords: African history, civil liberties, civil rights, negro leadership, racial discrimination, secondary education, social studies.

War and peace. Grade twelve. Minneapolis, Minnesota: Minnesota University, 1968. Pp. 89.

ED 083 106, MF & HC

This is the sixth of seven resource units for a twelfth grade course on value conflicts and policy decisions. The topic for this unit is war and peace. The objectives are listed as to generalizations, skills, and values. The double-page format relates objectives to pertinent content, teaching procedures, and instructional materials. This unit deals with the costs of war, with people's attitudes towards war, and with the causes of war. Pupils investigate the international system and the means which are used to resolve international conflicts, including the use of international agencies. The unit focuses on contemporary foreign policy issues in the United States. Pupils study the pros and cons of current policies and proposals for change. Viet Nam is suggested as a case study for use in examining current issues.

Keywords: Conflict resolution, course content, current events, educational objectives, foreign policy, grade 12, instructional materials, international education, international organizations, peace, political attitudes, social studies, teaching methods, values, war, world problems.

War/peace report. What should kids be taught about peace and war? New York: Center for War/Peace Studies, 1971. Pp. 10.

ED 052 084, MF & HC

This article presents a dialogue among educators who have been designing strategies for war/peace studies. Speaking on the topic in the title were: James Becker, director of Foreign Policy Association's School Service Program; Robert Freeman, director of Diablo Valley Education Project in California; William Nesbitt, director of Studies in International Conflict project; Betty Reardon, director of World Law Fund's School Program; and president of Bank Street College of Education, John Niemeyer, as moderator. Discussion covers, for example: 1) student attitudes on wars; 2) problems in developing curriculum on war/peace; 3) world order and alternatives to the tradition of nation-state organization; 4) role of the school as an agent of change. The article is reprinted from a newsletter available by subscription.

Keywords: Affective objectives, conflict resolution, curriculum development, foreign relations, humanism, international education, nationalism, newsletters, social studies, social values, student attitudes, values, violence, world affairs.

Ways and means of teaching about world order. New York: World Law Fund, 1972. Pp. 16.

ED 071 958, MF & HC

These newsletters provide teachers with professional information on materials and techniques for teaching about world order. Typical inclusions present sample lesson plans and unit descriptions, announce new curriculum materials and innovative teaching techniques, and list resources on organizations, documents, selected bibliographies, and resource centers dealing with topics relating to teaching about world order. The present issues, all dealing generally with world order, focus on foreign relations, peace, futurism, international education, racism, economic development, human rights, arms policy, and war.

Keywords: Developing nations, disarmament, foreign relations, international education, international law, newsletters, peace, resource guides, secondary grades, social change, social studies, teaching techniques, values, war, world affairs, world problems.

Workbook to end war. Philadelphia, Pa.: Peace Literature, 1972. Pp. 143.

ED 086 638, MF & HC; also available from Peace Literature, 160 North Fifteenth St., Philadelphia, Pennsylvania.

A workbook suggests projects and programs for concerned individuals who wish to contribute to an effort to end war. An introduction presents the rationale of the workbook, the creation of a network to end war, and ways in which groups and individuals can become involved in this endeavor. A chapter on resources describes materials for projects based around literature tables, information centers, posters, pictures, books, newsletters, films, simulation games, speakers, and study groups. Programs on the draft, nonviolence, cold and nuclear war, militarism, crisis areas, development and transnational actions are outlined. Techniques are described for influencing national policy, such as registering citizen opinion, visiting and writing congressmen, writing to the President, writing letters to the editor, and identifying and working in the community with opinion leaders. A final chapter contains an annotated list of films and literature arranged by topic.

Keywords: Annotated bibliographies, church role, community action, conflict resolution, films, foreign policy, national defence, peace, political attitudes, program descriptions, projects, public opinion, resource materials, social problems, violence, war, world affairs.

World Law Fund bibliography. New York: World Law Fund,1971. Pp. 69.

ED 063 198, MF & HC

This is a draft bibliography of published books and reports. It is divided into the following topical sections: 1) World Order Overview; 2) Perspectives and Methodology; 3) Trends, Dynamics, and Goals; and, 4) Social Change and The Process of Transition. The Perspectives and Methodology section includes works on futuristics and systems analysis. Included in the Trends, Dynamics and Goals portion of the bibliography are items on various aspects of war prevention; justice and development; ecological balance; and science and technology. Both classic and lesser known works are listed. Entries provide bibliographic data only; no annotations.

Keywords: Bibliographies, developed nations, developing nations, disarmament, ecological factors, foreign relations, futuristics, international education, international law, peace, social change, social planning, social studies, systems analysis, technological advancement, values, war, world affairs, world problems.

Wulf, C. (Ed.) Handbook on peace education. Frankfurt (West Germany): International Peace Research Association, 1974. Pp. 372.

ED 090 062, MF & HC

The intention of this handbook is to report on the present situation in the international discussion on peace education and to make further development of this field possible. The first part contains papers which are contributions on preconditions for and the foundations of peace education, along with discussion of various concepts of the function of peace education. Part two contains a summary of examples which attempt to explain peace education in more concrete terms, both in and outside of school. In these approaches, peace research, peace education and action for peace are seen as directly related to each other, a precondition to reach their maximum effectiveness. A number of reports on efforts to put peace education into practice in various countries are found in the third part of the handbook. Included are reports on the Bad Nauheim Conference on peace education, on different implementation strategies, and on work in peace education in Belgium, Hungary, Great Britain and the United States. A list of contributors is appended.

Keywords: Activism, conference reports, educational methods, educational strategies, foundations of education, fundamental concepts, instructional design, international education, literature guides, literature reviews, peace, political science, teaching procedures, values.

Yandell, W. Teaching about conflict as it relates to war. Berkeley, Calif.: Diablo Valley Project, 1969. Pp. 30.

ED 052 999, MF & HC

This consultant paper for a war/peace curriculum development project is concerned with the challenge of preparing members of our society for a more rational approach to problems of inter-nation conflict. Topics discussed include: 1) effect of physical environment upon evolution of man; 2) aggression, and human behavior; 3) psychological processes and values; and, 4) war as a social institution. The characteristics of human reaction to this fear are explored, such as dehumanization, alienation, and social involvement. Guidelines suggest teaching these concepts: 1) idea of a world in which conflict, but not inevitably war, will continue to exist; 2) alternatives to violence are available as outcomes of conflict situations; 3) conflict can function as a creative force; and, 4) there is a need for new institutions for the conduct of conflict and the control of violence. A bibliography of 24 books and articles is appended as well as a list of 9 additional reference sources.

Keywords: Affective objectives, aggression, concept teaching, conflict resolution, curriculum development, foreign relations, interaction process analysis, political socialization, problem solving, psychological patterns, social studies, social systems, violence, world affairs, world problems.

Yandell, W. & Jose, W.S.,II. Education for times of conflict and change. Berkeley, Calif.: Diablo Valley Project, 1970. Pp. 29.

ED 058 108, MF & HC

This presentation explores the dimensions of interaction, engagement, and collaboration possible between clinicians and teachers as it relates to changes in education. The authors attempt to identify educational goals, based upon our changing concepts of man as a social being, to serve in considering the contribution of behavioral scientists to the future of education. Toward this end, the educational process itself is examined, and the relevance of affectively charged, experiential learning for man is discussed. The authors conclude that the behavioral scientists' understanding of child development and the learning process means that they have particular insights to contribute to the planning of the educational process. Their understanding of conflict and of conditions essential for forcing change without violence may hopefully influence the development of curriculum if suitable means can be established for collaboration with educators themselves. A discussion by Portia Bell Hume, M.D., and response by Wilson Yandell follow the presentation.

Keywords: Affective behavior, behavioral sciences, conflict, educational change, educational objectives, educational philosophy, emotional development, individual development, learning processes, mental health programs, psychoeducational processes, psychological services, social change, social sciences, student behavior, teacher behavior.